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ABSTRACT

The Student Teaching Modules included in this course syllabus, which is part of the competency-based secondary education program developed at the University of Toledo's College of Education, deal with the following topics: a) instructional design, b) lecture-recitation and guided discussion instructional strategies, c) inquiry teaching, d) questioning skills, e) the construction of classroom tests and analysis of the results, and f) classroom assessment through observation. Each learning module includes general instructions for the student, the rationale behind the module, the objectives of the module, the procedures for reaching the module objectives, and assessment instruments for the module. The student who has completed the secondary education curriculum is expected to show during his student teaching experience that he can a) analyze the learning environment, b) assess the needs of the student, c) state goals or objectives for meeting those needs in behavioral terms, d) apply an appropriate instructional strategy, and e) evaluate and revise his own instructional design. (See related documents: SP 007 693, 007 699, and 007 706.) (HMD)

ED 087721

SECONDARY EDUCATION

314-392

STUDENT TEACHING MODULES

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SP 007 700

MANUAL FOR COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS

THE UNIVERSITY OF TOLEDO

COMPETENCY-BASED TEACHER EDUCATION PROGRAM

The Competency-Based Teacher Education Program now being implemented at the University of Toledo represents some marked changes in instructional methods and evaluation procedures from the programs which supervisors and cooperating teachers likely experienced as undergraduates. One of the most significant differences between the two types of teacher education programs is that competency-based education is based upon an expectation of success for each student. Since objectives are public and explicitly stated with specified performance levels, the student has no doubts as to what is to be required of him and how his performance will be evaluated. Since instructional procedures are especially matched with performance objectives and because students may take as much time as they wish on a particular objective or skill, most students are able to achieve mastery level competence and an "A" grade on most modules completed. This performance is further guaranteed by a recycling opportunity which permits a student to work on a particular module or skill until his competency is at "mastery level."

A student who has completed the full cycle of Competency-Based Teacher Education courses (Secondary Education 310, Secondary Education 340 and Career Decisions 101 & 102) before his term of student teaching brings a different kind of background into the schools tha a cooperating teacher might anticipate based upon his past experience in working with student teachers. Students who have been through the entire sequence of courses in Secondary Education at the University of Toledo have had the following kinds of experiences and opportunities as part of their professional training: team teaching among College of Education faculty, individualized learning programs, pacing of objectives, explicit behavioral objectives, field experience in observation, small group work, and actual teaching with one class for a week or more in the public schools and microteaching as part of the instructional methods course.

As a result of these experiences and others not mentioned here, the university student teacher comes into the public schools looking for a different kind of experience. Having already been out in the schools performing different tasks including actual teaching as a methods requirement, possibly in the very same classroom to which they have been assigned for student teaching, the student teacher should not suffer the same anxieties usually associated with student teaching. The student teacher probably won't require extended periods of observation of the regular classroom teacher. He may be ready to take over one or two sections immediately or after several days of observation. Student teaching thus becomes a laboratory to demonstrate skills which may already be developed but merely require practice. It certainly is less of a developmental experience for skills which the student has never before had an opportunity to demonstrate. As a result total progress of student teachers may be less from the first week to the tenth week but one may expect to see certain skills developed to a level of maturity usually achieved in the first year of teaching.

The role of the cooperating teacher and the university supervisor is to guide the student teacher in such a manner that his professional competencies are uniformly developed near the mastery level specified as part of the modules in the 392 (Student Teaching) program. Such overall growth and assessment of that performance cannot be achieved unless the student teacher, the cooperating teacher and the university supervisor work in concert to ensure that the candidate is frequently observed, supervised and counseled during the ten week term. All parties in the process must be generally familiar with the contents of the 392 evaluation modules, but each person will assume differing responsibilities. The student for his part must bear the responsibility of making certain that he meets all objectives stated in the modules and has this performance certified by either the cooperating teacher or the university supervisor on the 392 Performance Record. (See attached sample.)

For his/her part, the cooperating teacher has the major responsibility for evaluating the following areas and counseling the student teacher in accordance with the data collected and observed. The cooperating teacher is the best judge of validity of the content selected and taught, of the objectives formulated and of the tests which the student teacher develops to evaluate student performance. The cooperating teacher should also be able to make valuable suggestions and criticisms in the selection and utilization of specific instructional strategies. In like manner, the cooperating teacher should also be able to evaluate media selection, appropriateness and utilization with specific instructional strategies. Finally, the cooperating teacher, knowing the community, school policy and the children with whom the student teacher is dealing is in the best position to counsel the student teacher in matters of discipline and classroom management routine.

The university supervisor should handle much of the "paperwork" associated with evaluation. This should particularly be the case while the 392 field modules are being piloted and field tested and while cooperating teachers are still unfamiliar with the CBTE program and evaluation procedures. The university supervisor should visit the school every week, if possible. He will make the observations of instructional strategy, utilization of questioning skills, media utilization — the general form of instructional designs (lesson plans) and development of affective and cognitive evaluation devices according to the specifications in the module.

It is anticipated that the cooperating teacher and the university supervisor will be able to share the evaluation responsibilities in using the "Teacher Practices Observation Record" and in evaluating the "Personal Qualities Checklist." It is strongly suggested that both forms be evaluated with the student present both at the middle and end of the term.

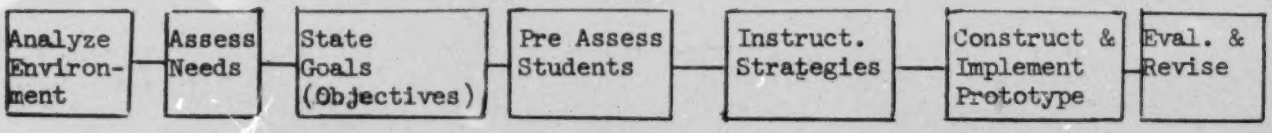
Purposes of Student Teaching

Student teaching (Education 392) is a 16 quarter hour course that permits the student to experience full time classroom teaching for ten weeks under the tutelage of an experienced teacher and university supervisor. In addition, the student participates in a three hour weekly seminar on campus. In this seminar the student meets with his fellow student teachers and a faculty member to discuss specific teaching experiences that have occurred; for practice in a micro-teaching setting; and to discuss topics germane to the beginning teacher, such as interviewing for a job, joining professional organizations and unions, legal responsibilities of the teacher, etc.

In the Competency Based Teacher Education Program at The University of Toledo (CBTE), student teaching is the third consecutive quarter of professional education and, as such, represents the culmination of previous field experiences. The competencies required of the student teacher are <u>not</u> different in kind from previous performances, but rather, they are a demonstration of previously learned behaviors in a setting that more nearly approximates the professional teaching environment. To this end a set of modules that contain the specific teaching behaviors and evaluation checklists required of each student teacher has been developed.

Student teaching is a time when the prospective teacher can demonstrate his specific teaching competencies and begin to develop a personal teaching style. The faculty of the College of Education at The University of Toledo believes that the prospective teacher should demonstrate that he has the variety of skills that teaching demands during his student teaching experience.

The following instructional model encompasses the set of behaviors required of the student teacher.



These modules demand the performance of required behaviors while allowing for a variety of individual styles within the Instructional Strategies module.

Each completed module is evaluated by both the cooperating teacher and the university supervisor. This data is placed in the student's job folder along with additional items such as audio and video tapes, student evaluations, and self assessment data.

SECONDARY EDUCATION

314-392

STUDENT TEACHING MODULES

Department: Secondary

Course: 314:392

Module: Instructional Design

General Instructions:

This module may appear much more intimidating than it looks. In few words we are simply asking student teachers to submit each week (or whatever other unit of organization is agreeable to the student and supervisor) a plan which includes the following component parts: rationale, behavioral objectives, pretest, instructional procedures, a posttest and a design revision. Each of these terms is explained in the module. Students who have had Secondary Education 340 have already had the experience of developing such a plan as their final project. They should have few questions about what is expected. Cooperating teachers would find it most convenient to refer all questions a student teacher may have back to the university supervisor or the 340 methods instructor.

This task is to be completed for a minimum of seven weeks. It does not mean the submission of a daily lesson plan. Teaching may break down into units of three to ten days. Plans should be adjusted according to the logic of content and objectives selected for teaching. This task does not mean, however, the development of a "Unit Plan" in the traditional usage of the word.

While it is expected that the cooperating teacher should evaluate the kind of content selected and the kinds of objectives developed, the university supervisor should take the ultimate responsibility to certify that this module has been completed according to the prescribed specifications.

Instructional Design Student Teaching Module

Department: Secondary

Course: 314:392

Module: Instructional Design

Rationale: Critical to teaching is the planning and conceptualization of a lesson. Teaching is a purposeful activity. The criteria for successful teaching may truly be measured in terms of student learning. In order to determine whether suudents have learned the teacher must make some predictions about where a student is and where he should end. This module is designed to help field students design such predictions.

Objective: Given a ten week student teaching assignment, the student teacher will prepare instructional designs to account for at least seven weeks of his instructional responsibility. The instructional design must include the following six categories: rationale, behavioral objectives, pretest procedures, post test and design revision. The instructional design will be prepared according to the criteria specified in each category listed below.

Rationale: Student teachers will write a statement which provides a logical rationale for the specified content and cognitive level of learning. The rationale must also include the following:

1. Concepts and related sub-concepts.

2. Principles and generalizations related to the above concepts-sub-concepts.

3. Specified factual examples of (a) and (b).
The rationale should be based upon student needs, should include the level of the objective, and should be based on the logic of the discipline structure.

Behavioral Objectives: Student teacher will specify in writing TPO and EO's using ABCD criteria. The TPO and EO's must be congruent with the content and levels of learning specified in the rationale section.

Pretest: The student teacher will prepare an assessment device to measure the behavior specified in the behavioral objectives section.

Procedures: The student teacher will develop a statement of instructional procedures for each of the EO's specified in the behavioral objective section. The instructional procedures should:

1. Be related to a specific EO.

2. Specify media to be used.

3. Be identified by appropriate labels (such as lecture, inquiry, discussion, guided discovery, etc.) and use of the instructional procedure must meet criteria on the related instructional strategy evaluation form.

4. Account for different levels of learning as indicated by the pre-test.

Post-Test: The student teacher will prepare a post-assessment device to measure the behavior specified in the behavioral objective.

Design Revision: The student will specify techniques to be used in gathering data for revision of procedures and/or behavioral objectives beyond the normal pre- and post-test data. Specifically, audio and video tapes, student feedback devices, Flanders, etc. should be used.

Department: Secondary

Course: 314: 392

Module: Use of Lecture-Recitation as an Instructional Strategy

General Instructions:

This module is requiring two things of the student teacher. First he must be able to develop and execute a lecture-recitation class when such a procedure appears to be the best available method of teaching for certain objectives. Having prepared to deliver such a lecture we expect the student to tape record it with an audiotape and then to evaluate it himself according to the specifications in the module. The evaluation materials should be submitted to the university supervisor.

While the supervisor will examine the self-evaluation of the lecture completed and submitted by the student teacher, the cooperating teacher may assist him by filling out the "Lecture-Recitation Checklist" which is part of the student teaching package. If the university supervisor happens to observe a lecture recitation lesson, he may also fill out the"Lecture-Recitation Checklist."

Additional copies of the "Lecture-Recitation Checklist" may be obtained through the university supervisor or by contacting the student teaching office.

It would be extremely helpful to the student teacher if the cooperating teacher and university supervisor between them were to evaluate this skill about three times during the term.

Lecture-Recitation Student Teaching Module

Department: Secondary

Course: 314:392

Module: Use of Lecture-Recitation as an Instructional Strategy

Rationale: The lecture-recitation mode of instruction is perhaps the most commonly used teaching behavior. Two considerations must be kept in mind: 1. that the lecture-recitation mode be appropriately utilized (keyed to specific objective best reached with this mode) and 2. when utilized the lecture-recitation incorporate the critical attributes of a well organized lesson. This module specifies the criteria for evaluating a given lecture-recitation lesson.

Objectives: During the student teaching experience the preservice teacher will demonstrate his ability to utilize lecture-recitation as a teaching strategy for a minimum of one class period. The performance of this objective will be evaluated with reference to the following criteria which are further specified on the "Lecture-Recitation Performance Record": (1) use of preassessment devices, (2) logical order of content development, (3) arousing interest, (4) cognitive linking, (5) cueing, (6) clarity, (7) use of illustrations and examples, (8) variation of stimulus and (9) closure.

Given a lecture during his student teaching experience and having tape recorded the lecture, the preservice teacher will be able to provide evidence of this competency by submitting (1) the tape and (2) a completed Flanders' matrix on the lesson which reflect the following criteria for lecture-recitation behaviors:

a. A computed ID ratio of less than .5

b. Direct teaching behaviors (categories #5 and #6) accounting for 60 to 80 percent of the total behavior recorded.

c. Indirect teaching behaviors accounting for 15 to 35 percent of the total teaching behaviors recorded.

Lecture-Recitation Checklist

	Yes	No	Needs Improvement
Preassessment			
1. Did the teacher use an oral method to determine the entering behaviors of the students, i.e. ask questions? ...			
2. Did the teacher use a written method to determine the entering behaviors of the students, i.e. a questionnaire or pretest?			
Logical Organization of Lesson Development			
1. The teacher allotted adequate time for the lesson			
2. The teacher explained the purposes of the lesson, i.e. defined the problem under discussion			
3. A logical order of content organization was apparent in the presentation, i.e. the content was inductively treated			
4. The key concepts of the lesson were clearly and concisely presented			
5. The key concepts of the lesson were clearly related to previous concepts familiar to the students			
Motivation:			
1. The teacher uses a variety of stimulus examples to accommodate the interests and abilities of the class			
2. The teacher maintained interest using humor, puns, anecdotes, poems and stories			
Cognitive Linking:			
1. The relationship between the introduction and the body of the lesson was clear			
2. Within the body of the lesson there was a logical development of ideas			
3. The teacher used a smooth transition from body to closure of the lesson			
Cueing:			
1. The teacher used appropriate audiovisual aids to develop the lesson			
2. The teacher used descriptive language			
3. The teacher suggested several exploratory opportunities which an interested student may have chosen to pursue independently			
4. The teacher developed analogies between new concepts and ideas and those more familiar to the students			

	Yes	No	Needs Improvement
5. The teacher developed selected problematic situations to encourage student thinking ...			
6. The teacher supplied advanced organizers to assist the students in the new learning..			
Clarity:			
1. The teacher speaks clearly			
2. The teacher explained ideas and/or presented materials in language which was easily understood by the students			
Stimulus Variation:			
1. The teacher moves about the classroom as he speaks			
2. The teacher gives gestures to help convey additional meaning to his verbal behaviors			
3. The teacher permits students to have time to think about and process the ideas he is speaking about			
4. The teacher uses visual material in such a way that the students must look as well as listen in order to learn			
Closure:			
1. The teacher provides for consolidation of concepts before moving to subsequent learning opportunities			
2. The teacher reviews major ideas and concepts throughout the lesson			
3. The teacher develops connection between previously learned material and newly learned material			
4. The teacher or one of the students provides a final summary of the major points raised in the lesson			

Department: Secondary

Course: 314: 392

Module: Using Guided Discussion Techniques

General Instructions:

This module requires that the student teacher demonstrate his ability to develop and plan a teacher-guided group discussion. While the criteria are specified in the module, essentially they require that the student teacher plan a discussion in which most of the class members participate and in which he uses his verbal behaviors in a non-directive manner so as to promote student participation. The objective criteria attempt to stress the importance of being able to guide and facilitate a student discussion without dominating it.

If the student were to attempt a value clarifying discussion or discussion following a value clarification or simulation exercise, this objective could easily be met.

While it is highly desirable for the student to demonstrate this ability for his university supervisor, we believe that the cooperating teacher may easily evaluate this skill by using the "Guided Discussion Checklist."

As far as evaluation of the second objective in the module is concerned, it is anticipated that it will be satisfied during an evaluation critique provided by either the cooperating teacher or university supervisor.

Guided Discussion: Student Teaching Module

Department: Secondary

Course: 314:392

Module: Using Guided Discussion Techniques

Rationale: Guided discussion teaching is a difficult teaching procedure for most teachers because it often devolves into a lecture-recitation in which the teacher does most of the talking and thinking. While there is no discrete line of demarcation between the two, this module sets forth criteria which appears to clearly help one discriminate between lecture and discussion with teacher direction.

Objectives: The pre-service teacher will be able to plan and demonstrate a guided discussion lesson using the entire class at least once during his student teaching field experience. He will be evaluated according to the following criteria:

a. 75% of the class members are involved in the discussion.

b. As he guides the discussion the teacher exhibits behaviors to utilize and develop student ideas and comments such that this behavior would be coded as #3 on the Flanders Scale.

c. Supportive atmosphere which encourages student participation is developed by student teacher through verbal and non-verbal reinforcement techniques.

d. Teacher uses verbal intervention in the discussion to sustain class involvement while the group moves toward the teacher's anticipated outcome.

e. Teacher employs a range of questions which include comprehension, application, analysis, synthesis and probing.

f. Student talk accounts for a minimum of 40% of the total verbal behavior in the classroom.

g. Discussion is terminated with a summary, generalization or conclusion of what the group has learned.

Given a guided discussion lesson, the student will be able to present evidence or exhibit behaviors which account for his use of the following principles in planning and developing the lesson. The student should be able to explain why any of these principles were not operationalized in his lesson.

a. All members of the class should have a common understanding of the goals of the discussion in which they are participating.

b. The class should have an opportunity to develop procedures best suited to the achievement of those goals.

c. Class members should have prepared for the discussion through outside reading or other activities.

d. The instructor and class members should recognize potential problems in class discussions and seek to utilize strategies to avoid these problems, i.e., what about people who don't participate?

e. All or most members of the class should share or have the opportunity to share in the discussion task.

f. The group should plan and utilize effective evaluation procedures which help them to know how effectively they worked toward the achievement of the goal.

Guided Discussion Checklist

	excellent	acceptable	needs improvement
1. 75% of class members involved in discussion.			
2. As he guides the discussion the teacher exhibits behaviors to utilize and develop student ideas and comments such that this behavior would be coded #3 on the Flander's scale.			
3. Supportive atmosphere which encourages student participation is developed by student teacher through verbal and non-verbal reinforcement techniques (verbal equals 1, 2, 3, on Flander's scale).			
4. Teacher uses verbal intervention in the discussion to sustain class involvement while the group moves toward the teacher's anticipated outcome.			
5. Teacher employs a range of questions which includes comprehension, application, analysis, synthesis and probing.			
6. Student talk accounts for a mimimum of 40% of the total verbal behavior in the classroom.			
7. Discussion is terminated with a summary, generalization or conclusion of what has transpired during discussion.			

Department: Secondary

Course 314: 392

Module: Inquiry Teaching

General Instructions:

This module is requiring the student to develop an inquiry lesson in which the students are led through the six stages of an inquiry lesson. These stages are explained in the accompanying "Student Inquiry Behavior Sheet." While the cooperating teacher may wish to attempt to evaluate this skill, especially if he is already familiar with the concepts and terminology used, it is perhaps most desirable if the university supervisor observers the lesson planned to fill this objective.

From the point of view of the student teacher and cooperating teacher it is important to remember that all these behaviors may not occur during the same day. Inquiry lessons may stretch over several days.

It is also best to try this skill once or twice before the student has it officially observed and evaluated. Some pupils who are not used to the inquiry format in the classroom need several lessons to learn what is expected of them.

If the student teacher or cooperating teacher are undecided as to whether a particular lesson plan is actually inquiry-oriented, please feel free to show it to the university supervisor or the appropriate methods instructor.

Inquiry Teaching Student Teaching Module

Department: Secondary

Course: 314:392

Module: Inquiry Teaching

Rationale: Inquiry teaching and learning is most appropriate when one wishes students to actively engage in all aspects of the learning process. Discovery, one possible outcome of the inquiry method is, for example, at the other end of the teaching spectrum when compared with the lecture mode. This is not to say, however, that one is better than another. Each is appropriate for specific objectives. Much of the "new" in the two "new" curricula developed in the 1960's is dependent upon the inquiry mode. This module requires the student teacher to demonstrate over a series of lessons that he or she is competent in the use of inquiry teaching strategies.

Objective: The student teacher will be able to demonstrate Inquiry Behaviors the purposes of which are to lead to student behaviors in each of the following categories: attend, collect data, organize data, state hypothesis, test hypothesis, revise hypothesis and application. The student teacher will perform these behaviors for an instructional objective he or she has developed which deals with a concept or principle to be learned or a problem to solve. The student teacher will reach criterion if he or she scores a total of 24 points or more from the observation form which is presented below. The student teacher must score at least a "2" in each category in addition to the total of points needed.

Student Inquiry Behavior Sheet

ATTENDING	Student is looking at teacher or at media, etc. He responds to questions.
COLLECT DATA	Student sees examples, looks at several data sources.
ORGANIZES DATA	Student can see differences and similarities among the examples in the data sampled.
ANALYZE DATA AND STATE HYPOTHESIS	Student makes a statement about the relationships, cause and effect (or other) between elements in the data which he has sampled.
TEST HYPOTHESIS	Student tests the validity of his statement by looking at new data, more examples, etc. He must then decide if this relationship holds in all cases sampled.
REVISE HYPOTHESIS	Student changes his statement based on newly sampled data, if necessary. If not, he confirms his hypothesis.

Student Behaviors	Teacher Behaviors	Teaching Behaviors for this Category: did not occur at all (1)	did occur to limited extent (2)	did occur and were substantial (3)
ATTEND	Presents springboard, asks questions of analysis level or above, reinforces student attempts to define problem.			
COLLECT DATA	Asks questions to encourage collecting of data, asks questions to encourage doing so for several data sources.			
ORGANIZE DATA	Asks questions about patterns, similarities, etc. in the sampled data (focusing), questions which encourage the accomplishment of the above.			
ANALYZE DATA AND STATE HYPOTHESIS	Asks questions which call for the statement of a relationship in the data sampled, accepts attempts at establishing patterns and relationships but does not recognize truth.			
TEST HYPOTHESIS	Asks questions which encourage the student to realize that he has only seen limited data, "How does one know if hypothesis is valid?" Encourages through questioning that new data to be sampled should come from a variety of sources, covering a wide variety of attributes of the concept, etc.			

(Cont.)

Student Behaviors	Teacher Behaviors	Teaching Behaviors for this Category: did not occur at all (1)	did occur to limited extent (2)	did occur and were substantial (3)
REVISE HYPOTHESIS	Asks questions about the newly sampled data--"Did your hypothesis hold in all cases? What is different about those cases in which the hypothesis did not hold? What can you say about your original hypothesis?"			
APPLICATION AND RELATING TO COGNITIVE STRUCTURE	Depending on type of learning involved: Fact - Just restate it, see if students can recall it, point out how it relates to other facts they should know. Concept - Restate concept with attributes, asks students to restate it in their own words, asks students to discriminate between examples and non-examples, asks students to generate new examples, points out how this concept relates to others they should know and shows how it may relate with other concepts to form principles. Principle - Restate principle stressing the relationship between concepts, have students restate principle in their own words, have students discriminate between examples and non-examples of the application of the principle, have students apply the principle in new cases,			

(Cont.)

Teaching Behaviors for this Category:

Student Behaviors	Teacher Behaviors	did not occur at all (1)	did occur to limited extent (2)	did occur and were substantial (3)
	relate this principle to others they may know, show how this principle is involved in a higher order principle and/or how it can be used in problem solving.			

Department: Secondary

Course: 314: 392

Module: Questioning Skills

General Instructions:

This module is one which is expected to be used in conjunction with the instructional strategies modules. It is believed that each objective list may be met simultaneously with other instructional strategy modules. Essentially, the module specifies certain criteria which refer to the specific use of questions as one demonstrates the following instructional strategies: lecture-recitation, guided discussion, inquiry, and mediated instruction. As a student teacher plans to demonstrate the first three strategies, the university supervisor or possibly the cooperating teacher can use the "Teacher's Questioning Behavior Checklist" to ascertain the degree to which the student teacher met the criteria specified in the objective assigned to each strategy. Mediated instruction represents a special category since media, instead of the teacher, does the teaching---as in using a film, filmstrip or cassette filmstrip multi-media kit. Questions are then used in a prepared worksheet which the students use in a followup session.

The cooperating teacher should be most helpful in determining whether most of the students were participating and in whether the cognitive level of the questions were appropriate to the intended instructional strategy.

It is intended that whomever collects the data using the "Teacher's Questioning Behavior Checklist" refer to the data and the questions beneath the checklist in the counseling sessions.

Questioning Behavior; Student Teaching Module

Department: Secondary

Course: 314:392

Module: Questioning

Rationale: Questioning behavior is critical to teaching and learning. The kinds of questions and the degree of questioning in a given instructional setting is dependent upon the specified objectives and instructional strategies employed. This module requires that the student teacher meet four objectives concerning teacher questioning behavior, each keyed to a specific instructional mode. This module may be completed at any time during the ten week student teaching experience.

Objectives:

1. Given a performance objective which requires a lecture-recitation instructional strategy, the preservice teacher will be evaluated with respect to the following criteria in his use of questioning behaviors:

   a. Use of rhetorical questions.

   b. Use of questions to check level of student understanding.

   c. Use of questions to determine the desirable pace for the lecture.

   d. Use of questions which are usually categorized in the knowledge or comprehension categories of Bloom's hierarchy.

   e. Restricted or minimal use of questions above comprehension level.

   f. 80% of total teacher verbal behavior which would be coded as "lecturing (5)" or "asks questions (4)" on Flanders' System of Interaction Analysis.

2. Given a performance objective which requires a guided discussion instructional strategy, the preservice teacher will be evaluated with respect to his ability to utilize the following criteria in demonstrating his questioning abilities:

   a. Involvement of 70% of students in a large group (25 to 30 pupils).

   b. 75% of questions asked could be coded in the comprehension, application and analysis levels of Bloom's hierarchy.

c. Teacher uses role and verbal behaviors (especially questions) to sustain the group effort.

d. Teacher uses questions to direct group to key concepts and ideas.

e. Uses questions to summarize or bring closure to key points of lesson.

3. Given a performance objective which requires mediated instructional strategies, the pre-service teacher will be able to develop questions which will assist the student's learning. The questions developed will be evaluated according to the following criteria:

a. Questions which are used as advanced organizers and which precede the "mediated" treatment.

b. Use of guide questions which check knowledge and comprehension.

c. Use of questions to be discussed or researched or responded to following mediated treatment either individually or in student study groups unassisted by the teacher.

d. Use of application questions which suggest follow-up activity subsequent to mediated treatment.

4. Given a performance objective which requires an inquiry-discovery instructional strategy, the pre-service teacher will be evaluated with respect to the following criteria in the use of his questioning skills in developing the strategy:

a. Uses role to ask questions which facilitate thinking rather than terminate it as with knowledge level questions.

b. Asks few "aborted" questions.

c. Asks many questions which probe.

d. Asks questions which develop a student idea.

e. Asks open-ended questions, i.e., divergent, synthesis, evaluation and value-clarifying questions.

Teacher's Questioning Behavior Checklist

This checklist is designed to assist an observer to collect data and evaluate a teacher's performance in questioning in the classroom. As an advanced organizer to account for the nature and focus of this instrument it may be desirable to specify some of the assumptions with reference to teacher questioning which are being made:

1. A teacher has a great deal of control over the level of student thinking by the nature of the questions he asks.

2. High-level thought processes by a pupil tend to be preceded by a teacher-pupil interaction in which the teacher raised a question requiring a high level of cognitive processing.

3. Varying instructional strategies such as lecture-recitation, inquiry-discovery and guided discussion require different kinds of questioning behavior.

4. The nature of the performance objective and the instructional strategy selected by the teacher will influence and control the kinds of questioning behavior an observer might expect to see.

5. During the development of any unit a teacher should find the opportunity to ask questions at all levels of cognition, i.e. Bloom's categories.

6. Questioning behaviors may be used for a variety of functions beyond checking student understanding. It is important that a teacher become skilled in using questions in the following ways: to arouse interest, to evaluate student preparation, to diagnose student's strengths and weaknesses with respect to the unit about to be taught, to review or summarize lessons, to encourage discussions, to develop high level thinking in the students, to direct students in new or alternative directions, to build a student's self-concept, to assist pupils to see applications for previously learned concepts and to assess success in attaining objectives.

Teacher's Questioning Behavior Checklist

Categories of Questions Observed	Frequency Tally	Total
Knowledge-Memory		
Convergent Thinking		
Divergent Thinking		
Evaluative Thinking		
Value-clarifying		
Probing		
Rhetorical		
Aborted		
Student initiated Questions		

Questions to consider in counseling:

1. According to the data you collected, were the questions asked by the teacher appropriate to the cognitive level of behavior required or implied in his objective(s)?

2. Were the kinds of questions asked appropriate to the instructional strategy the teacher believed himself to be using, i.e. did he use mostly low cognitive questions to accompany a lecture?

3. Were the questions clearly phrased and worded in such a manner that very few questions failed to generate some student response, i.e. few questions were categorized as "aborted".

4. How many student initiated questions were observed? How does the teacher react to student questions? As a threat or as an indication that his instructional strategy has been successful in promoting thinking?

5. Is the distribution of questions by category what one might reasonably expect to find given the objective and strategy selected?

6. How might the student's questioning behavior be improved?

Department: Secondary

Course: 314: 392

Module: Teacher Practices Observation Record

General Instructions:

The "Teacher Practices Observation Record" isn't really a module but an assessment instrument which should be of value in counseling the student teacher. The record when it has been completed will assist the student in seeing whether his "perceived" behavior appears to promote reception learning or inquiry learning. Neither position is correct. A good teacher would appear on both ends of each continuum depending upon his goals in planning the lesson. The instrument should be especially useful in assisting the student teacher to see the pattern of his behaviors and the kind of learning they promote. The skillful counselor will check to see that the student teacher is able to perceive his own behavior as you have recorded it. When he is unable to see this a problem for both supervisor and cooperating teacher to deal with has developed.

It is suggested that the student have this form completed three or four times during the course of the term. A student should not always exhibit exactly the same pattern of behavior in each successive observation. Inquiry behaviors may become just as boring and stultifying to students when employed consistently as reception learning techniques may become.

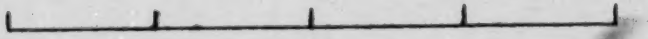
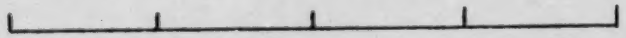
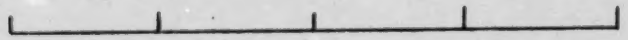
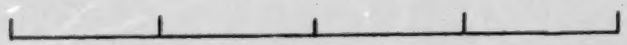
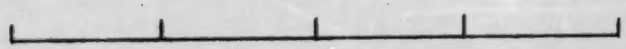
The supervisor or cooperating teacher may find it useful to concentrate on different sections of the instrument during different observations.

RECEPTION LEARNING

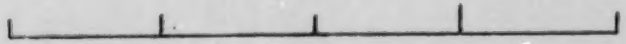
INQUIRY LEARNING

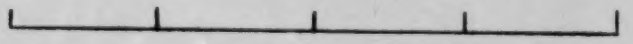
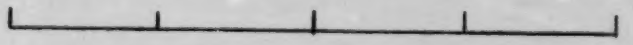
TEACHER PRACTICES OBSERVATION RECORD

A. NATURE OF THE SITUATION

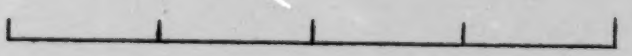
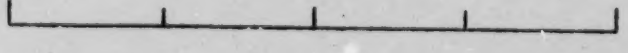
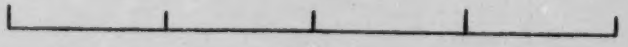
1. T occupies the center of attention.		T makes the pupil center of attention.
2. T makes watching something the center of P's attention.		T makes doing something the center of P's attention.
3. T has P spend time watching, waiting and listening.		T has P participate actively.
4. T remains aloof or detached from P's activities.		T joins or actively participates in P's activities.
5. T discourages or prevents P from expressing self freely.		T encourages P to express self freely.

B. NATURE OF THE PROBLEM

6. T organizes learning around "questions" posed by T.		T organizes learning around P's own problems or "questions."
7. T prevents situation which causes P doubt or perplexity.		T involves P in uncertain or incomplete situations as part of his plan.

	RECEPTION LEARNING		INQUIRY LEARNING
8.	T steers P away from "hard" question or problem.		T leads P to question or problem which is likely to stump him.
9.	T emphasizes idealized, reassuring, or "pretty" aspects of topics.		T emphasizes realistic, disconcerting, or "ugly" aspects of a topic.
10.	T asks questions that P can answer only if he studied the lesson.		T asks questions which are not readily answerable by study of the lesson.

C. DEVELOPMENT OF IDEAS

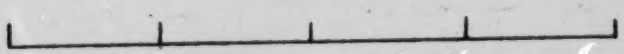
11.	T accepts only one answer as being correct.		T permits P to suggest additional or alternative answers to questions.
12.	T expects P to come up with answer T has in mind.		T asks P to judge comperative value of answers or suggestions.
13.	T expects P to know rather than to guess an answer to questions.		T encourages P to guess or hypothesize about the unknown or untested.
14.	T accepts only answers or suggestions closely related to the topic.		T entertains even "wild" or farfetched suggestions from pupils.
15.	T lets P "get by" with opinionated or stereotyped answers.		T asks P to support answer or opinion with evidence and data.

RECEPTION LEARNING

INQUIRY LEARNING

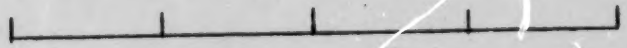
D. USE OF SUBJECT MATTER

16. T collects and analyzes subject matter for P.



T has P make his own collection and analysis of subject matter.

17. T provides P with detailed facts and information.

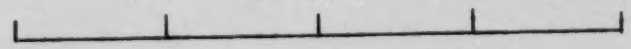


T has P find facts and information details on his own.

18. T relies heavily on textbooks as a source of information.

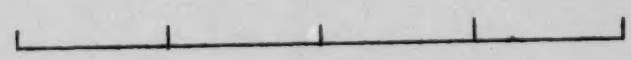
T makes a wide range of information material available.

19. T accepts and uses inaccurate information.



T helps P discover and correct factual errors and inaccuracies.

20. T permits formation of misconceptions and overgeneralizations.



T questions misconceptions, faulty logic, and unwarranted conclusions.

E. EVALUATION

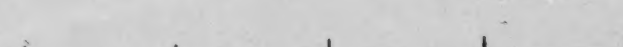
21. T passes judgement on P's behavior or work.

T withholds judgement on P's behavior or work.

22. T stops P from going ahead with a plan T knows will fail.

T encourages P to put his own ideas to test.

23. T immediately reinforces P's answer as "right" or "wrong."



T has P decide when a question has been answered satisfactorily.

	RECEPTION LEARNING		INQUIRY LEARNING
24.	T asks another P to give answer if one P fails to answer quickly.		T asks P to evaluate his own work.
25.	T provides answer to P who seems confused or puzzled.		T gives P time to sit and think, mull things over.

F. DIFFERENTIATION

26.	T has all pupils working at same task at same time.		T has different pupils working at different tasks.
27.	T holds all P responsible for certain material to be learned.		T has pupils work independently on what concerns and interests them.
28.	T evaluates all work of all P by a set standard.		T evaluates work of different P by different standards.

G. MOTIVATION, CONTROL

29.	T motivates P with privileges, prizes & grades.		T motivates P with intrinsic value of ideas or activity.
30.	T approaches subject matter in direct way.		T approaches subject matter in indirect, informal way.
31.	T imposes disciplinary control on P.		T encourages self-discipline on part of P.

Educational Media Student Teaching Module

Department: Secondary

Course: 314:392

Module: Educational Media/Educational Technology

Rationale: The utilization of media and technology is important because it is possible to help individual students learn with such aides in a way not otherwise available. The utilization of media allows the teacher not only a more efficient means of instruction at times but also a more effective means. Some use of media often makes the difference in helping to stimulate student interest. This module requires that the student teacher demonstrate that he or she can creatively utilize appropriate media in appropriate settings.

General Objectives:

a. Given an instructional objective and a description of student entering behaviors, to select the most appropriate media alternative that would complement the instructional strategy for meeting the objective.

b. Given an instructional strategy for meeting a specific objective with a specific student population, to correctly apply the media alternative(s) selected to complement the instructional strategy.

Specific Measurable Objectives:

a. Given The Instructional Media Selection Checklist to correctly identify the Media Related Questions that are relevant to a specific behavioral objective and instructional strategy, without error.

b. Having determined the Media Related Questions most relevant to a specific behavioral objective and instructional strategy, to select the Potential Medium most relevant in terms of the objective, the instructional strategy, pupil entering behaviors, and resource and structural constraints on the novice teacher, without error.

c. Given a measurable behavioral objective to be taught to a specific group of students, an instructional strategy, and the Media Application Checklist, to correctly select the Criteria of Appropriate Use that apply to the specific objective and instructional strategy, with less than 10% error.

d. Given a critique by an observer using the Media Application Checklist, to correct any inappropriate uses of instructional media, without error.

Instructional Activities:

a. For any field experience where the student has instructional responsibility, the student is required to provide the cooperating teacher and the college supervisor with specific measurable objectives for that instruction, criteria for determining whether the objective has been met, and two or more media alternatives that complement the instructional strategy selected to teach the objectives.

b. The students should study the Media Selection Checklist, and the Media Application Checklist until they feel confident that they understand the questions and how they would relate to a specific objective and group of students.

c. A procedure that would clarify the use of the two checklists, would be to take hypothetical objectives and select appropriate media alternatives for them. Where obstacles arise, you should see a team member for clarification.

d. The steps in carrying out the requirements of this media field experience module would be:

1. Identify the objective to be taught.

2. Determine the significant characteristics of the students to whom the objective will be taught.

3. Select the questions in the Media Selection Checklist and the Media Application Checklist that are appropriate for your objective and pupils.

4. Determine two or more media appropriate for the specific objective, pupils, and instructional strategy chosen.

5. Report the objective and the media chosen to the cooperating teacher and/or college supervisor.

6. The college supervisor and/or cooperating teacher will provide corrective feedback via the checklists, after observing you carry out the media application with your pupil(s).

7. You will determine how you can correct the errors in the previous media selection and application, on the basis of their feedback.

8. During your next instructional responsibility, the college supervisor and/or cooperating teacher will critique your use of media, and provide corrective feedback to you again. This procedure will be repeated throughout your field experience.

CBTE

Field Experience

Instructional Media Selection Checklist

Directions: During your field experience, you will, on occasion, be responsible for teaching pupils. On those several occasions where you are responsible for developing the lesson plan yourself, we would like you to use this media selection instrument.

The most appropriate time for you to use this instrument is immediately after you have written or selected the behavioral objectives that you are to teach, and have developed or selected the criteria by which you will determine how successfully you have taught the objective.

Read each of the questions below, and for each question that is relevant to your objective(s), pupils, or instructional strategy, you will find several Potential Media on the left of the respective question. The lists below obviously do not exhaust either questions or Media.

Media Related Questions	Potential Media
1. For a pupil to meet your objective, is it important that an oral verbal stimulus be repeated several times?	Cassette audiotape Reel-to-reel audiotape Disk recording Teacher repeating
2. Is it important that a written verbal stimulus be repeated several times?	Opaque projection Overhead projection Transparency
3. Is it important that a non-verbal or visual stimulus be repeated for the pupil(s) several times?	Transparency Slide Videotape 8mm motion picture
4. Is it important for a pupil to analyze his own, or his classmate's oral verbal behavior?	Cassette audiotape Reel-to-reel audiotape Pupil repeats
5. Is it important for a pupil to analyze his own, or his classmate's written verbal behavior?	Thermofax transparency Opaque projection Thermofax ditto Chalkboard
6. Is it important for a pupil to analyze his own, or his classmate's non-verbal behavior?	Videotape 8mm motion picture Pupil repeats Role playing

Media Related Questions	Potential Media
7. For a student to meet your objective is it deemed important that the student interact with other students?	Simulations Simulation Games Games Role playing
8. Is it important that a visual stimulus (verbal or non-verbal) be available for continued referral by students?	Chalkboard Duplicated materials Bulletin board display
9. Is group pacing necessary for meeting one or more of your objectives?	Models or mockups 16mm motion picture Overhead transparency Slides Filmstrips Television Teacher lecturing
10. Is Individual or self-pacing important for one or more of your students, in meeting your objective(s)?	Programmed instruction Workbooks Slide/tape program 8mm concept film Models Realia Graphic Charts Diagrams Filmstrip Cartoons
11. To meet your objective(s), is it important for pupils to manipulate real objects or model objects?	Models Real objects Globes Puppets Specimens Flannel or magnetic boards Construction materials
12. To meet your objective, should any of the visual or aural instructional stimuli be of high fidelity?	Stereo disks 16mm films Flat pictures Paintings Realia
13. Are periodic or continuous interest maintenance techniques required for any of the pupils learning your objective?	Display materials Simulation games Games/puzzles Motion pictures Posters Cartoons Behavioral Modification techniques

Media Related Questions	Potential Media
14. Is it important to abstract or summarize data in order to facilitate pupil learning of your objectives?	Graphs Charts Diagrams Computer assisted management Transparency
15. Is a motivational springboard necessary?	16mm motion picture Transparency Slide(s) Realia Flat picture Disk Audiotape Duplicated materials

CBTE

Field Experience

Instructional Media Application Checklist

Directions: This instrument was designed to guide the cooperating teacher's, college supervisor's, and the novice teacher's evaluation of the novice teacher's basic competency in using specific instructional media to teach specific objectives.

The major referents that the user of this checklist should keep in mind when using this checklist are: 1) the objective being taught, 2) the characteristics of the learners, and 3) the resource and structural constraints on the novice teacher.

A "medium," broadly defined by us in any means of presenting instructional stimuli. The center column in the checklist below includes the most common media used in instruction, although by no means is the list exhaustive. The right hand list, under Criteria of Appropriate Use, focuses on questions which point up inappropriate uses of media. To the left is a scale ranging from the most appropriate use of media to the most inappropriate use. On the basis of the questions, the cooperating teacher and/or the college supervisor will evaluate the media application, relating a question to a particular medium, by circling appropriate letters under the medium.

Once the appropriate letter(s) have been circled for each medium utilization observed, the evaluator will rate the utilization by circling the appropriate number in the left hand column. This Checklist is also regarded as useful to the novice teacher as a guide when developing strategies for meeting objectives, as well as a means of debriefing a novice teacher following his instruction.

Finally, users should note that the first section of the Checklist focuses on the use of media with a group(s), while the second section is concerned with individual student use of media. The media are further divided into "visual media" and "aural media".

Use of Media with Groups

Most Appr	Most Inappr	Visual Media	Criteria of Appropriate Use
1 2 3 4 5		1. Overhead projection a b c d e f g h	a. Photographic, drawing, or verbal message not readable by most distant student.

Most Appr				Most Inappr		Visual Media	Criteria of Appropriate Use
1	2	3	4	5	2.	Opaque projection a b c d e f g h	b. One or more student's view of the message is obstructed.
1	2	3	4	5	3.	Slide projection a b c d e f g h	c. Extraneous light not controlled to prevent fading of the message.
1	2	3	4	5	4.	Filmstrip projection a b c d e f g h	d. So much detail used in the visual that a student would be confused.
1	2	3	4	5	5.	Motion Pictures a b c d e f g h	e. Another available medium be more appropriate.
1	2	3	4	5	6.	Television a b c d e f g h	f. Inadequate operation of the equipment interferes with the reception of the message.
1	2	3	4	5	7.	Chalkboard a b c d e f g h	g. The content of the medium is not appropriate for the objective.
1	2	3	4	5	8.	Models or mockups a b c d e f g h	h. The content of the medium is not appropriate for the entering behavior of the pupil.
1	2	3	4	5	9.	Use of real objects a b c d e f g h	
1	2	3	4	5	10.	Bulletin boards a b c d e f g h	
1	2	3	4	5	11.	Wall maps a b c d e f g h	
1	2	3	4	5	12.	Other visual media a b c d e f g h	
						Aural Media	
1	2	3	4	5	13.	Teacher's voice a b c d e f g h	a. The aural message cannot be distinctly heard by the most distant student.

Most Appr				Most Inappr		Aural Media	Criteria of Appropriate Use
1	2	3	4	5	14.	Cassette audiotape a b c d e f g h	b. Recorded background noise interferes with the recorded aural message.
1	2	3	4	5	15.	Reel-to-reel audiotape a b c d e f g h	c. Classroom background noise interferes with reception of the aural message.
1	2	3	4	5	16.	Disk recordings a b c d e f g h	d. Inadequate operation of audio equipment interferes with reception of the aural message.
1	2	3	4	5	17.	Motion picture sound a b c d e f g h	e. Another available medium would be more appropriate.
1	2	3	4	5	18.	Television sound a b c d e f g h	f. The content of the medium is not appropriate for the entering behavior of the students.
1	2	3	4	5	19.	Radio a b c d e f g h	g. The content of the medium is not appropriate for the entering behavior of the students.

Use of Media with Individuals

Most Appr				Most Inappr		Visual Media	Criteria of Appropriate Use
1	2	3	4	5	20.	Worksheet or book a b c d e f g h i	a. Photographic, drawing, or verbal message not readable by the pupil.
1	2	3	4	5	21.	Programmed instruction a b c d e f g h i	b. Too much visual detail causes pupils to be confused.
1	2	3	4	5	22.	Slide projection a b c d e f g h i	c. Extraneous light not controlled to prevent fading of the visual message.

Most Appr				Most Inappr		Visual Media	Criteria of Appropriate Use
1	2	3	4	5	23.	Filmstrip projection a b c d e f g h i	d. Directions to the students regarding the individual use of the media are not adequate.
1	2	3	4	5	24.	Motion pictures a b c d e f g h i	e. Feedback to the pupil from either teacher or the program is not adequate.
1	2	3	4	5	25.	Models a b c d e f g h i	f. Another available medium would be more appropriate.
1	2	3	4	5	26.	Real Objects a b c d e f g h i	g. Inadequate operation of the equipment interferes with the instructional message.
1	2	3	4	5	27.	Graphs or charts a b c d e f g h i	
1	2	3	4	5	28.	Diagrams a b c d e f g h i	h. The content of the medium is not appropriate for the objective.
1	2	3	4	5	29.	Cartoons a b c d e f g h i	i. The content of the medium is not appropriate to the entering behavior of the pupils.
					30.	CAI programming a b c d e f g h i	
						Aural Media	
1	2	3	4	5	31.	Cassette audiotape a b c d e f g	a. Aural message not distinct.
1	2	3	4	5	32.	Reel-to-reel audiotape a b c d e f g	b. Recorded background noise interferes with message.
1	2	3	4	5	33.	Disk recordings a b c d e f g	c. Classroom background noise interferes with message.

Aural Media

1 2 3 4 5 34. Motion picture sound
a b c d e f g

1 2 3 4 5 35. Videotape sound
a b c d e f g

d. Inadequate operation of audio equipment interferes.

e. Other available media would be more appropriate.

f. The content of the medium is not appropriate for the objectives.

g. The content of the medium is not appropriate for the entering behaviors of the pupils.

Department: Secondary

Course: 314: 392

Module: Constructing a Classroom Test--Cognitive

General Instructions:

This module is designed to require that student teachers learn to evaluate student progress. Its key feature is the stress upon planning for evaluation as one writes the behavioral objectives rather than the night before the test is to be given. We want students to use behavioral objectives and to evaluate student progress only in terms of those objectives. The "Table of Specifications" mentioned under item 4 simply requires the student to match the concepts, facts and generalizations or skills to be learned with specific behavioral objectives.

The rest of this module is rather straight forward and should not raise too many questions on the part of the student teacher. It would be valuable, however, if cooperating teachers encouraged student teachers to attempt building test items of all types during the term, even though this particular module requires only two kinds of items.

Constructing Classroom Tests- Student Teaching Module

Department: Secondary

Course: 314:392

Module: Constructing a Classroom Test - Cognitive

Rationale: Teachers of today must possess skills to determine what their students need to learn and what they already know. Future learning depends on past learning and evaluation skills help teachers examine the students' past and present status.

Objective: Given ten weeks of student teaching the field student will prepare a unit classroom test that will include behavioral objectives, a table of specifications, a sample test, and a scoring key. The classroom test package will be prepared according to criteria listed below.

1. Select an area of study in your teaching area (example: reading, science) that you wish to test.

2. Prepare a description of a smaller unit of work within that area. This might possibly be taught to your students over the period of a week or two.

3. Prepare a List of Behavioral Objectives that you could expect your students to achieve in the given time period and in that unit of work. Use ABCD format.

4. Prepare a Table of Specifications for the unit of work that you expect to cover. Use a content x behavior matrix.

5. Use the list of behavioral objectives and the table of specifications to construct a written test that uses two or more of the following types of items:

   a. Essay.

   b. Matching.

   c. True-false.

   d. Multiple choice.

   e. Completion.

6. Prepare a scoring key for your items.

7. The final written documents to be turned in will include:

   a. A general description of the content dealt with and the period of time involved.

b. A list of student behavioral objectives.

c. A table of specifications.

d. A sample test.

e. A scoring key.

Department: Secondary

Course: 314: 392

Module: Test Analysis

General Instructions:

This module requires that a student determine the efficiency of the items he has developed by computing a difficulty index and a discrimination index for one or more of the unit tests they construct and give during the term. Students who have not experienced the Secondary Education 310 will not know how to complete this task. Anyone with questions should refer them to the university supervisor who will have several brief handouts to assist students in completing this relatively simple procedure.

It is important to remember however, especially if the student teacher has forgotten, item analysis can only be performed on an objective test item which has multiple distractors.

Department: Secondary

Course: 314:392

Module: Test Analysis

Rationale: Decision making is one of the most important points in an instructional system that is geared towards teaching by objectives. The instructor has to rely upon reliable and valid information in order to make an effective decision. This module is designed to help the field student improve the device for gathering information necessary for the decision process.

Objectives: Given ten weeks of student teaching the field student will demonstrate his ability to apply test analysis procedures by:

1. Computing a discrimination index and a difficulty index for all items in a unit test.

2. Graphically displaying student selection of distractors (item analysis) on randomly selected items which represent 25% of the test.

3. Writing a list of nine behavioral statements about the test analyzed and writing a related list of nine judgments formed on the basis of the behavioral statements.

Test Analysis Work Sheet

Test _____ Class _____ Date _____

H or L = _____ Total in Class = _____

Item #	H	L	H + L	H - L	Distractor a	b	c	d	e	
										H / L
										H / L
										H / L
										H / L
										H / L
										H / L
										H / L
										H / L
										H / L
										H / L

Department: Secondary

Course: 314: 392

Module: Classroom Testing--Affective and Observational

General Instructions:

This module is designed to assist the student teacher in learning the value of affective behavior analysis and observation. It is included as part of the 392 module package to illustrate for the student the interesting kinds of data which pupils frequently provide for their teachers about their attitudes and values. Being privy to such data can often assist the teacher in planning appropriate instructional alternatives for individual children or young people.

Besides using a sociogram or one of the sample rating scales included in the module, a student teacher may find himself using a value-clarifying strategy or human relations exercise to fulfill this requirement.

Classroom Testing - Affective and Observational-Student Teaching

Department: Secondary

Course: 314:392

Module: Classroom Testing - Affective and Observational

Rationale: Traditional paper and pencil assessment devices have become synonomous with the word "test." However, testing includes a multitude of systematic procedures for checking the performance of self with self or self with others. This module is designed to help teachers learn about affective measures and non paper and pencil assessment devices.

Objectives:

1. The student, given ten weeks of student teaching will be able to administer, score and interpret one measure of pupil affective behavior.

2. The student, given ten weeks of student teaching will be able to write an observation/assessment device appropriate for a series of specified pupil performance behavior.

Procedures:

1. The student with the consultation of the cooperating teacher and/or the University supervisor will select an appropriate measure of pupil affective behavior.

2. The student will administer the test and score the test according to procedures given with the selected test.

3. The student will prepare a written analysis of at least 10% of the class test results. Such an analysis will contain the student judgment of pupil response to the main dimension purported to be measured by the selected test. The analysis will conform to analytic procedures given with the selected test.

4. The student will prepare an observational/assessment device which represents one of the following: descriptive scale, numenical scale, graphic rating scale, closed performance scale. The scale will be used to assess one or more behavioral objectives with related enabling objectives.

Sample of Four Performance Rating Scales

Descriptive Scale: Each degree of the trait is described in behavioral terms. It may be constructed by using Robert Mager's goal analysis process as described in his book Goal Analysis.

Sample item:

1. Does the student participate effectively in small group discussion?

   _____ Suggest idea that help the group reach a solution.
   _____ Suggest idea that help the group move toward a solution.
   _____ Sometimes suggests an idea that helps the group.
   _____ He is quiet and tends to just follow others.
   _____ Suggests ideas that hinder the group's progress.

Numerical Scale: In this case numerical-weighting are assigned to numerals for the various degrees of the trait from least to most.

Sample:

Use the following code to rate the student's performance.

1 = strongly below average performance.
2 = slightly below average performance.
3 = average performance.
4 = slightly above average performance.
5 = strongly above average performance.

1. Does the student participate effectively in small group discussions? _____

Graphic Rating Scale: A horizontal line represents a scale from low to high and points on the scale are represented by words or phrases describing the trait.

Sample:

Does the student participate effectively in small group discussions?

Never	Seldom	Sometimes	Often	Always

Closed Performance Scale: The trait is described by a series of behaviors that the student might perform. Each behavior is checked if it has been observed or not observed. The behaviors represent minimum behaviors anticipated for each trait.

Sample:

1. Does the student participate effectively in small group discussion?

	Yes	No
The student contributes at least 20% of the group verbal responses.	___	___
The student asks questions.	___	___
The student gives information.	___	___
The student answers questions.	___	___
The student seeks information.	___	___

Self-Evaluation of Teaching - Student Teaching Module

Department: Secondary

Course: 314:392

Module: Self-Evaluation of Teaching

Rationale: In addition to the evaluation of your teaching by others personal insight is important as a source of data for future revision of teaching behavior. Teachers able to assess their own behavior without having to depend upon constant outside monitoring will be in a better position to improve their own instruction. This module is designed to utilize student perception of your teaching as a source of data worth considering in your self-assessment.

Terminal Objective:

1. The student teacher will be able to conduct a self-evaluation of his teaching in which he relates the results of classroom instruction, including both the cognitive and affective domains, to the planned instructional program.

Enabling Objectives:

1. In conducting a self-evaluation of his teaching, the student teacher will include in his planned instructional program student objectives written in behavioral terms, pre and post tests to assess the objectives specified, a description of the teacher's activity, a description of the students' activities and a predicted Flanders analysis.

2. In conducting a self-evaluation of his teaching, the student teacher will administer the pre-test, record on video-tape or audio-tape the class period activity and administer the post-test.

3. In conducting a self-evaluation of his teaching, the student teacher will describe in writing or audio-tape the teacher and student activities that took place, analyze the pre and post-test results and analyze the video-tape or audio-tape record according to the Flanders Interaction Analysis system.

4. In conducting a self-evaluation of his teaching, the student teacher will administer the Student Evaluation of Class to each student near the end of the class period and compile a summary of the student responses from the class.

5. In conducting a self-evaluation of his teaching, the student teacher will summarize the results of his study including both the cognitive and affective domains and describe any change that should be made if the lesson were repeated.

A major weakness of the teaching profession is that most evaluation of classroom teaching is done by periodic classroom observations by supervisors and/or principals. These individuals, when making such observations, seldom consider the nature of what was planned for the class period; they just report on what they saw happening.

During the student teaching quarter, you should conduct the following self-evaluation procedure on one day's classes every two weeks. The results of each self-evaluation should be written up and submitted to the University supervising teacher within two days after your classes are evaluated.

Part I. Self-Evaluation Procedure for Cognitive Development

A. Before the class period:

1. Plan a class activity (lesson) in which you think through the content to be covered and the instructional strategies that will be used to accomplish your objectives.

2. Write out, in behavioral terms, the student objectives for the class period.

3. Prepare pre and post tests to assess the objectives specified.

4. Describe the instructional strategies to be employed.

5. Describe specifically what the teacher (you) will be doing during the class period.

6. Describe specifically what the students will be doing during the class period. Keep in mind the different student behaviors represented in the class.

7. Predict what teacher-student verbal behaviors could be expected on a Flanders Interaction Analysis.

B. During the class period:

8. Administer the pretest.

9. Record on video-tape or audio-tape (cassette) the class period activity (lesson) while it is being carried out.

10. Administer the posttest.

C. Following the class period:

11. Immediately following the class period describe what the teacher (you) did during the period. Also describe what the students did during the period.

12. If not done during class period, analyze the results of the pretest.

13. Analyze the results of the posttest.

14. Compare the pre and posttest results.

15. Analyze the video-tape or audio-tape (cassette) record according to Flanders Interaction Analysis system.

16. Compare the written predicted teacher and student activities (step 5 and 6) with the written actual teacher and student activities (step 11).

17. Compare the predicted Flanders analysis (step 7) with the actual Flanders analysis (step 15).

Part II. Self-Evaluation Procedure For Affective Response

A. Before the class period:

Either obtain or prepare a set of 4 x 6 cards or half sheets of paper as follows:

Student Evaluation of Class

For each of the paired items listed below, place an (x) on the line that best represents your reaction.

Example: The ice water was:

	Hot	____	____	____	____	X	Cold

Today's class was:

1.	Interesting	____	____	____	____	____	Boring
2.	Important	____	____	____	____	____	Useless
3.	Informative	____	____	____	____	____	Worthless

B. During the class period:

Administer the Student Evaluation of Class instrument to each student near the end of the class period.

C. Following the class period:

Compile a summary of the student responses from the Student Evaluation of Class.

Part III. Summary Report

Lesson Title: _____

Class Characteristics: (check appropriate categories)

____Low ability ____ average ability ____high ability

____homogeneous group ____heterogeneous group

____Below 10 students ____10-15 students ___15-20 students

____20-25 students ____25-30 students ____over 30 students

___Freshman ___Sophomore ___Juniors ___Seniors ___Other_____
Specify

Objectives: (stated in behavioral terms)

1. _____
2. _____
3. _____
4. _____
5. _____

etc.

Instructional Strategies: (indicate percent of total class time devoted to each)

____Lecture - Recitation

____Mediated Instruction

____Teacher Guided Student Discussion

____Guided Discovery

____Inquiry

Results:

A. Cognitive development

1. Pretest results for each objective. (pretest)
2. Posttest reulsts for each objective. (posttest)
3. Predicted Flanders analysis.

4. Actual Flanders analysis.

B. Affective Response

Summary of Student Evaluation of Class. (record percent of total student responses on each line)

1.	Interesting	____	____	____	____	____ Boring
2.	Important	____	____	____	____	____ Useless
3.	Informative	____	____	____	____	____ Worthless

Suggested Revisions:

Based on the results obtained, describe any changes you would make if you repeated the lesson.

PERSONAL QUALITIES CHECKLIST

The Personal Qualities Checklist is a form designed to provide you and future employers with general inferential data beyond the specific teaching behaviors required of you in previous modules. Employers need to know, for instance, not only that you can question well but if you are dependable in such things as arriving at school on time, performing non-classroom duties, dress appropriately etc. While each of the categories can be specified in behavioral terms such as "is in his classroom each morning ten minutes before students, 270 out of 280 days" the quantity of behaviors would be such that the checklist would require more time than your instructional planning.

The checklist will be completed by both the cooperating teacher and university supervisor as well as yourself. This should be completed three times - once after the third week, the sixth week and the tenth week.

PERSONAL QUALITIES CHECKLIST

O S N

☐☐☐ 1. Appearance:

Outstanding- Properly groomed at all times.
Satisfactory- Acceptable personal appearance.
Needs Improvement- Disregards appropriate standards of dress.

☐☐☐ 2. Temperament:

Outstanding- Exhibits great self confidence and inspires confidence in daily contacts; well poised.
Satisfactory- Usually at ease in the classroom. Handles situations with patience and calmness.
Needs improvement- Usually impatient, high strung, often irritable.

☐☐☐ 3. Dependability:

Outstanding- Gives exceptional attention to duties assigned. Goes beyond duties which are explicitly defined. Uses initiative in getting things done.
Satisfactory- Shows strong sense of responsibility. Completes all assignments in accordance with time limits. Strives for accuracy.
Needs Improvement- Seldom gets items required by the office turned in promptly. Often fails to complete assigned duties. Lacks initaitive.

☐☐☐ 4. Tactfulness:

Outstanding- Exhibits unusual diplomacy and perception in relations with both students and adults.
Satisfactory- Uses discretion in handling confidential information and situations.
Needs Improvement- Uses little discretion in relations with professional personnel, pupils and/or parents. Needs help in human relations.

☐☐☐ 5. Attitude Toward Constructive Criticism:

Outstanding- Acts professionally on all suggestions from cooperating teacher and university supervisor.
Satisfactory- Accepts suggestions and is willing to try them.
Needs Improvement- Resents and ignores criticisms from both cooperating teacher and supervisor. Is a closeminded individual

☐☐☐ 6. Cooperation:

Outstanding- Actively seeks to promote cooperation on all occasions. Evidences the ability to work effectively with both student and teacher groups.

Satisfactory- Makes efforts to cooperate most of the time. Can be depended upon.

Needs Improvement- Manifests a negative point of view towards many things that require the co-operation of all in order to accomplish the desired results. Often fails to cooperate with fellow teachers and administration.

☐☐☐ 7. Health:

Outstanding- Appears vigorous and energetic.

Satisfactory- Shows the stamina to meet the daily obligations of school life.

Needs Improvement- Seems to lack the stamina to meet the daily obligations of school life.

☐☐☐ 8. Attendance and Punctuality

Outstanding- Never late or absent.

Satisfactory- Regular in attendance and punctual for assignments.

Needs Improvement- Irregular in attendance and/or frequently late in attending to assigned responsibilities.

PROFESSIONAL QUALITIES CHECKLIST

☐☐☐ 9. Enthusiasm

Outstanding- Naturally enthusiastic and tries to show this in his work. Student response is excellent.

Satisfactory- Usually creates the kind of atmosphere that indicates enthusiasm in his work.

Needs Improvement- Little enthusiasm and interest shown in motivating students.

☐☐☐ 10. Judgement:

Outstanding- Exhibits wise judgement in choices, planning & carrying out plans with both students and teaching staff.

Satisfactory- Usually makes wise choices and decisions. Judgement is good in most cases.

Needs Improvement- Lacks ability to use sound reasoning in making choices and decisions.

☐☐☐ 11. Loyalty to School System:

Outstanding- Actively seeks to help others develop a greater loyalty to the school system. Works with an interest to improve the school. Is fair and constructive in any criticism.

Satisfactory- Supports the school in words and deeds. Exhibits confidence in his fellow teachers and the administration.

Needs Improvement- Joins in and/or initiates criticism of the school and other personnel. Does not defend the school against unjust criticism.

☐☐☐ 12. Professional Ethics:

Outstanding- Conduct above reproach. Sets a strong example for young people through exemplary behavior.

Satisfactory- Exhibits the standards of conduct that indicate a a definite pride in the teaching profession. Conduct tends to have a positive influence on the behavior of students.

Needs Improvement- Makes remarks or acts in such a way as to be a poor representative of the teaching profession. Has some inconsistencies in conduct that confuse students and sets a poor example.

☐☐☐ 13. Rapport with Students:

Outstanding- Has respect and understanding for all pupils and is considerate of pupil needs. Pupils readily follow the teacher's leadership.

Satisfactory- Good understanding exists between teacher and pupils. Pupils generally react favorably to teacher's leadership.

Needs Improvement- Often embarrasses students through use of ridicule, sarcasm, and other actions which may cause negative reaction. Teachers tends to seek pupil approval rather than pupil respect.

☐☐☐ 14. Rapport with Staff:

Outstanding- Works cooperatively with school staff, and recognizes and appreciates the good work of his associates.

Satisfactory- Usually can establish and maintain good rapport with the professional staff. Tries to see both sides of school leadership.

Needs Improvement- Often at odds with fellow faculty members. May be defensive in dealing with other faculty members and the administrative staff.